

FOLSOM CORDOVA UNIFIED SCHOOL DISTRICT

Honors Language and Literature 7 MYP

Date: February 2016

Proposed Grade Level(s): 7th Grade

Grading: A-F and (1-8 MYP)

Course Length: One Year

Subject Area/Credits: English Language Arts

Specialized Program: MYP/IB

Prerequisite: 7th Grade Standing

Articulation Units: N/A

Intent to Pursue College Prep Status through the UC System: N/A

COURSE DESCRIPTION:

Honors Language and Literature 7 is a scholar-centered, interactive, course. The course utilizes a vertically articulated curriculum which is purposefully scaffolded and builds to mastery and successful achievement of complex skills. Scholars placed in honors must have achieved a proficient or advanced status on California standardized testing during their fifth grade year and/or an advanced score on a district common assessment. Honor students are expected to perform at a higher level than their grade level peers on performance tasks. This course includes a deep investigation of literary texts of various types. The program of instruction leads to embedded summative assessments at the end of each unit. These embedded assessments require students to demonstrate their understanding of literary texts and writing techniques practiced in class. Scholars produce documents demonstrating their understanding of literary devices, themes, and organization. In this course, students also review the use of grammar and its application to writing. Additionally, Greek and Latin roots are introduced, studied, and assessed. This course is based on California Content Standards for 7th Grade Language Arts and meets the requirements of the Language and Literature grade 7 course for the International Baccalaureate Middle Years Programme.

GENERAL GOALS/ESSENTIAL QUESTIONS:

This course encourages and enables students to:

- Use language as a vehicle for thought, creativity, reflection, learning, self-expression, analysis, and social interaction.
- Develop the skills involved in listening, speaking, reading, writing, viewing, and presenting in a variety of contexts.
- Develop critical, creative, and personal approaches to studying and analyzing literary and nonliterary texts.
- Engage with text from different historical periods and a variety of cultures.
- Explore and analyze aspects of personal, host, and other cultures through literary and non-literary texts.
- Explore language through a variety of media and modes
- Develop a lifelong interest in reading
- Apply linguistic and literary concepts and skills in a variety of authentic contexts.

Essential Questions:

1. How do authors use narrative elements to create a story?
2. What role does advertising play in the lives of youth?
3. What is the relationship between choices and consequences?
4. How do writers and speakers use language for effect?

CCSS READING COMPONENT:

The Common Core State Standards (CCSS) for reading are equally divided between literary and informational texts. The reading strand asks students to move beyond reading comprehension and analyze both literary and informational texts for content, stylistic technique, and organizational structure. The units of instruction created develop critical thinking, close reading skills, and awareness of writing structure.

The CCSS explicitly emphasize the examination of key reading concepts: determining central ideas or themes of a text and analyzing the structure of texts.

The learning activities within this course provide multiple opportunities for students to conduct a comparative analysis of texts to examine integrated knowledge and ideas, organizational structure, theme, and authors' developments of style.

CCSS WRITING COMPONENT:

This course incorporates writing that engages students with written and oral activities specifically geared toward middle & high school learners. The writing activities within this course will provide students with multiple opportunities to practice and fine-tune the expectations outlined in the writing strand of the CCSS.

CCSS SPEAKING AND LISTENING COMPONENT:

The communication strand of the CCSS outlines the oral literacy and technology skills pertinent to success in the 21st century. This course will provide students with scaffolded opportunities designed to develop students' ability to speak, listen, and collaborate with others (as they make meaning from, create, and present texts) in a variety of media.

CTE INDUSTRY SECTOR/PATHWAY/STANDARDS:

Not applicable

CCSS LANGUAGE COMPONENT:

This course supports the CCSS for the use of language, conventions, vocabulary acquisition, and use. The course ensures that students' grammar and vocabulary use in English are developed through strategic reading and writing practices so that new concepts learned can be employed when students engage in writing and speaking tasks that are based on collaborative learning.

DETAILED UNITS OF INSTRUCTION:

Units have been designed based on the International Baccalaureate Middle Years Programme Unit Planner and incorporate the International Baccalaureate Learner Profile (LP).

IB Learners strive to be:

- Inquirers
- Knowledgeable
- Thinkers
- Communicators
- Principled
- Open-minded
- Caring
- Risk-takers
- Balanced
- Reflective

Unit Title	IB MYP Global Context	Inquiry Questions (Factual, Conceptual & Debatable)	Additional Details
The Choices We Make – Part 1: Personal Narrative	Identities and relationships	<ul style="list-style-type: none">• What are the primary features of the personal narrative?• How do our choices reveal our character?• What is the connection between our choices and the consequences that follow?	<ul style="list-style-type: none">• Preview Unit and Summative Assessment• Introduce Think-Pair-Share• Explore concept of choice• Paired poetry• Exploring personal narrative• Introduce Metacognitive Markers• Analyzing Incident, Response, and Reflection• Exemplar Texts• Timed Writing• Revising Beginning• Revising Middle• Revising End• Revision of Personal Narrative
The Choices We Make – Part 2: Original Myth	Personal and cultural expression	<ul style="list-style-type: none">• What is the purpose of a myth?	<ul style="list-style-type: none">• Preview Unit and Summative

		<ul style="list-style-type: none"> • In what ways do myths use symbols? • How can a myth be a product of self-expression? 	<p>Assessment</p> <ul style="list-style-type: none"> • Explore Myths and Theme • Examine Symbolic Thinking • Explore Animals as Symbols • Exemplar Myths • Values revealed by myths • Character Analysis • Create Original Myth
What Influences My Choices – Part 1: Public Service Announcement	Personal and cultural expression	<ul style="list-style-type: none"> • What techniques do advertisers use? • How do advertisements communicate their purpose to the audience? • What role does advertising play in the lives of children? 	<ul style="list-style-type: none"> • Preview Unit and Summative Assessment • Examine features of an informational text • Analyzing informational text • Analyzing advertising techniques • Evaluating sources • Online text • Gathering evidence from a film Part 1 (<i>Consuming Kids</i>) • Gathering evidence from a news article • Gathering evidence from a film Part 2 (<i>Consuming Kids</i>) • Conduct Research • Create an Informative Brochure and a Public Service Announcement
What Influences My Choices – Part 2: Argumentative Writing	Identities and relationships	<ul style="list-style-type: none"> • What makes an effective argument? • How does an author support a claim? • How can an argument influence a 	<ul style="list-style-type: none"> • Preview Unit and Summative Assessment • Examine elements of an argumentative essay.

		person's choices?	<ul style="list-style-type: none"> • Introduce SOAPSTone • Evaluate reasons and evidence • Rhetoric: Logical Appeals • Acknowledging Counterarguments. • Produce Argumentative Essay
Choices and Consequences—Part 1: Literary Analysis	Fairness and development	<ul style="list-style-type: none"> • What are the features of first person, third, person, and omniscient perspective narration? • What can we infer from the choices made by a character? • Can a person always anticipate the consequences of his or her choices? 	<ul style="list-style-type: none"> • Preview Unit and Summative Assessment • Peeling a tangerine • Reading <i>Tangerine</i> • Introduce Study Guides and Writing Journal (To be continued throughout the entire novel) • Introduce Questioning the Text • Compare and contrast with film text (<i>The Sandlot</i>) • Introduce Socratic Seminars • Parallels between fiction and life (September 11 Perspectives) • Introduce SIFT • Explore Conflicts and Consequences • Character Analysis • Produce a Literary Analysis
Choices and Consequences—Part 2: Biographical Presentation	Identities and relationships	<ul style="list-style-type: none"> • What are the elements of a biography? • In what ways can a person affect his or 	<ul style="list-style-type: none"> • Preview Unit and Summative Assessment • Explore biography through film

		<p>her world?</p> <ul style="list-style-type: none"> • How does one judge the impact of a great leader? 	<p>(<i>Invictus</i>)</p> <ul style="list-style-type: none"> • Examine elements of biography and autobiography • Planning for research and citing sources • Visual Impact • Comparing Text and Film • Produce a Biography of a world leader
How We Choose to Act— Part 1: Creating and Presenting a Monologue	Personal and Cultural Expression	<ul style="list-style-type: none"> • What are the features of a monologue? • How do writers and speakers use language for effect? • How can non-verbal communication affect tone? 	<ul style="list-style-type: none"> • Preview Unit and Summative Assessment • Using language for effect • Exploring Poetry • Analyzing a comedic monologue • Analyzing and presenting a dramatic dialogue • Exemplar texts • Analyzing and responding to narrative poetry • Using language to develop theme • Create and present a monologue
How We Choose to Act— Part 2: Performing a Shakespearean Dialogue	Personal and Cultural Expression	<ul style="list-style-type: none"> • What are the elements of dialogue? • How do performers communicate meaning to an audience? • How can a performance impact the theme of a dialogue? 	<ul style="list-style-type: none"> • Preview Unit and Summative Assessment • Introduce Shakespeare • Improvisation • Analyzing and Delivering a Shakespearean monologue • Acting for understanding • Interpreting

			character in performance <ul style="list-style-type: none"> • Comparing film and text (<i>Twelfth Night</i>) • Stage Directions • Exploring Theatrical Elements • Perform a Shakespearean Dialogue
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TEXTBOOKS AND RESOURCES MATERIALS:

- *SpringBoard: English Textual Power*. New York: College Board, 2011. Print.
- *Consuming Kids: The Commercialization of Childhood*. Media Education Foundation 2008. Documentary Film.
- *Tangerine*. Edward Bloor, 1997. Print.
- *The Sandlot*. David Mickey Evans, 1993. Film.
- *Invictus*. Clint Eastwood, 2009. Film.
- *Twelfth Night*. Trevor Nunn, 1996. Film.

SUBJECT AREA CONTENT STANDARDS TO BE ADDRESSED:

Reading Anchor Standards

Key Ideas and Details

1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
2. Determine central ideas or themes of a text and analyze their development; summarizing the key supporting details and ideas.
3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

Craft and Structure

4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
5. Analyze the structure of text, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
6. Assess how point of view or purpose shapes the content and style of a text.

Integration of Knowledge and Ideas

7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

Range of Reading and Level of Text Complexity

10. Read and comprehend complex literary and informational texts independently and proficiently.

Writing Anchor Standards

Text Types and Purposes

1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

Production and Distribution of Writing

4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
6. Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.

Research to Build and Present Knowledge

7. Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.
8. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

Range of Writing

10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Speaking and Listening Anchor Standards

Comprehension and Collaboration

1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

Presentation of Knowledge and Ideas

4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.
6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

Language Anchor Standards

Conventions of Standard English

1. Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.
2. Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.

Knowledge of Language

3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style and to comprehend more fully when reading or listening.

Vocabulary Acquisition and Use

4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
5. Demonstrate meaning of figurative language, word relationships, and nuances in word meanings.
6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

MYP Subject Area Objectives:

Objective A: Analyzing

In order to reach the aims of studying language and literature, students should be able to:

- Analyze the content, context, language, structure, technique and style of text(s) and the relationships among texts.
- Analyze the effects of the creator's choices on an audience.
- Justify opinions and ideas, using examples, explanations and terminology.
- Evaluate similarities and differences by connecting features across and within genres and texts.

Objective B: Organizing

In order to reach the aims of studying language and literature, students should be able to:

- Employ organizational structures that serve the context and intention.
- Organize opinions and ideas in a sustained, coherent and logical manner. Use referencing and formatting tools to create a presentation style suitable to the context and intention.

Objective C: Producing text

In order to reach the aims of studying language and literature, students should be able to:

- Produce texts that demonstrate insight, imagination and sensitivity while exploring and reflecting critically on new perspectives and ideas arising from personal engagement with the creative process.
- Make stylistic choices in terms of linguistic, literary and visual devices, demonstrating awareness of impact on an audience.
- Select relevant details and examples to develop ideas.

Objective D: Using language

In order to reach the aims of studying language and literature, students should be able to:

- Use appropriate and varied vocabulary, sentence structures and forms of expression.

- Write and speak in a register and style that serve the context and intention.
- Use correct grammar, syntax and punctuation.
- Spell (alphabetic languages), write (character languages) and pronounce with accuracy.
- Use appropriate non-verbal communication techniques.

DISTRICT ESLRs TO BE ADDRESSED:

Students will be:

- **Self-Directed Learners** who will read and write independently, gaining confidence in their abilities to think on their own and take responsibility for their own learning. They will be able to use notes and a textbook to assist them in continuing their learning outside of the classroom setting.
- **Efficient Communicators** who can clearly articulate their ideas in writing using standard American English and deliver effective oral presentations and arguments in both formal and informal settings. They will be able to analyze appropriate levels of formality in speech and writing and hone active listening skills.
- **Quality Producers** who understand the importance of neat, organized work (both written and oral) that demonstrates their thinking and understanding. They will take pride in all assignments and realize the value of creating an error-free product.
- **Constructive Thinkers** who are able to complete tasks with organization, logic, reasoning and writing skills that they have developed. They will reflect on their work and/or actions to enhance the outcome and value of their contributions.
- **Collaborative Workers** who can work in a variety of settings in culturally diverse groups. They will be able to form and use study groups to strengthen their own understanding in addition to providing the same service for classmates.
- **Responsible Citizens** who accept the consequences of their actions and who demonstrate their understanding of their role in the learning process.

WORKS CITED (List all IB, state and national publications referenced)

- *Language and Literature Guide*. N.p.: International Baccalaureate Organization, n.d. PDF.

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